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ABSTRACT

This country profile of Australia is one of a series of country profiles intended to give the user a graphic view of the structure, outputs, and legal basis of the vocational training system of individual countries in the Asia-Pacific region. The data, gathered by the Asian and Pacific Skill Development Programme in Pakistan, generally cover the years 1974 to 1984. The document reviews, through graphs, Australia's economically active population by occupation, general level of employment, number of employed persons in industry, and graduates in apprenticeship. It also covers Commonwealth expenditures on education; the consultative structure for employment, education, and training; and legislation for vocational training. The report is scheduled to be updated yearly. (KC)

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Vocational Training in Asia and the Pacific

A Profile of Australia

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Country profile on vocational training in Australia. Reviews through graphs, economically active population by occupation, general level of employment, number of employed persons in industry, graduates in apprenticeship. Also covers Commonwealth expenditure on education, consultative structure for employment, education, training, and legislation for vocational training.

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Vocational Training in Asia and the Pacific

A Profile of Australia

ASIAN AND PACIFIC SKILL DEVELOPMENT PROGRAMME
INTERNATIONAL LABOUR OFFICE
ISLAMABAD, PAKISTAN, 1987

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Contents

Introduction 1
Australia 3
Country Profile 5
Economically active population–by occupation (1984) 5
Australia–by occupation: labour force breakdown (August 1985) 5
Number of employed persons by occupation, February 1986 (in thousands) 6
Estimated resident population (year ended 30 June) 6
Employment
- General level of employment 7
- Employment structure: employed persons by industry, 1974–84 (in thousands) 8
- Number of employed persons by industry, August 1974 to August 1984 (in thousands) 9
- Number of employed persons by industry, February 1986 (in thousands) 9

Total number of graduates
- Number of apprenticeships completed from 1975–76 to 1984–85 10
- Number of apprentices in training 30 June 1976 to 1985 ... 11
- Number of apprenticeships completed–by trade group from 1975–76 to 1984–85 12
- Apprentices in training, 30 June 1976–85: by trade group 12
- Apprentices in training, 30 June 1985: by trade group 16

Commonwealth expenditure on education from 1974–75 to 1983–84 17
Consultative structure for education, employment, training 18
Legislation 19

Introduction

These country profiles, which will be updated yearly, are intended to give the user a graphic view of the structure, outputs and legal basis of the vocational training system of individual countries in the Asia-Pacific region.

The sources of information were the APSDEP focal points. Wherever possible, we have tried to collect data from 1974 to 1984.

Although the data are presented in a relatively uniform way, there is no intention to make comparisons. In any case, the variety of training systems and arrangements available in the Region make comparisons difficult, if not impossible.

With these profiles we hope to give the users of our information services an idea of the progress, development and changes in vocational training in the APSDEP region.

The data that will be collected through this project will be filed in the APSDEP data base on regional statistics on vocational training.

As far as possible, we have tried to follow the outline given below:

1 Economically active population—by occupation (1983);

2 General level of employment, 1974-84;

3 Population trend, 1974-84;

4 Employment structure, 1974–84 (in thousands), according to economic sector, for example—agriculture and forestry, mining and manufacturing, construction, services;

5 Number of graduates in public and private vocational training institutes, 1974–84; number of graduates by trade, 1974-84;

6 Government budgetary allocations and investments in vocational

training, 1974–84, in local currency, or US dollars;

7 Chart of types of vocational training courses;

8 Chart of the administrative structure and functions, including lines of co-ordination between the branches;

9 Types of vocational training institutes;

10 Recent laws on vocational training, or amendments to existing legislation.

RONY V. DIAZ
Director

Australia

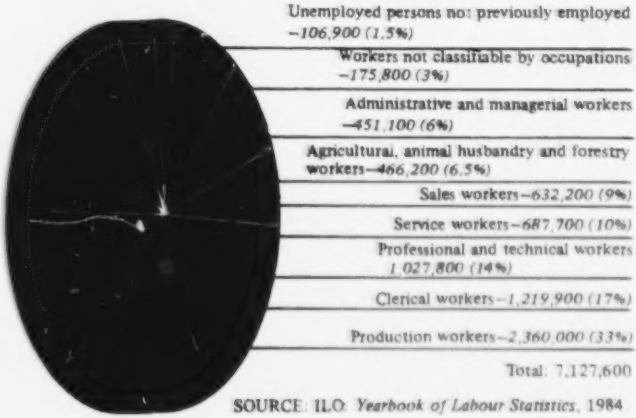
Vocational and technical training in Australia covers a wide range of areas from apprenticeship through training in skilled occupations to training in para-professional and professional occupations.

Training in the apprenticeship systems may be provided for up to four years, in varying combinations of pre-apprenticeship training, on-the-job instruction and experience, in-plant and off-the-job training, and technical education in a Technical and Further Education (TAFE) institution. Recently, a number of States and Territories have shown a growth in initial trade training outside apprenticeship through trades-oriented preliminary courses in TAFE institutions. On-the-job instruction and experience are provided in a normal work situation by the employer; off-the-job training and instruction are given in a training rather than a productive work situation.

Although trade courses are provided by TAFE institutions, course content and structure are determined through collaboration between tripartite apprenticeship and education authorities in each State and Territory. Technical education curriculum for some courses is co-ordinated nationally through National Core Curriculum projects, which specify a core of knowledge, skills and curriculum practices common to all State and Territory TAFE systems. The curricula adopted by individual States and Territories comprise the national core curriculum plus additional elements suited to local needs.

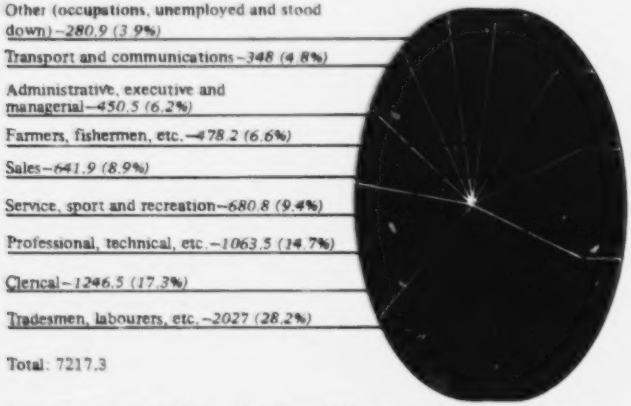
Country Profile

Figure 1
Economically active population—by occupation (1984)


Unemployed persons not previously employed –106,900 (1.5%)
Workers not classifiable by occupations –175,800 (3%)
Administrative and managerial workers –451,100 (6%)
Agricultural, animal husbandry and forestry workers–466,200 (6.5%)
Sales workers–632,200 (9%)
Service workers–687,700 (10%)
Professional and technical workers 1,027,800 (14%)
Clerical workers–1,219,900 (17%)
Production workers–2,360,000 (33%)
Total: 7,127,600

SOURCE: ILO: *Yearbook of Labour Statistics*, 1984

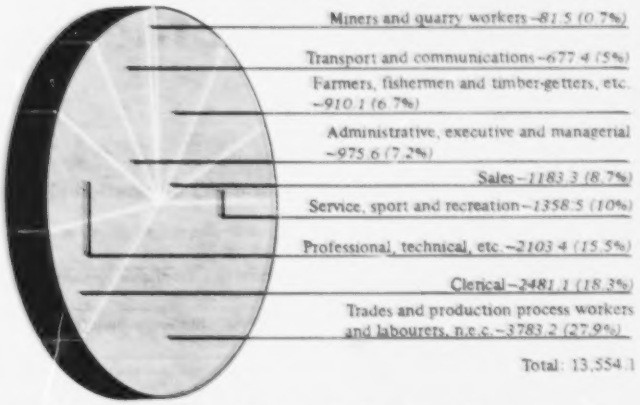
Figure 2
Australia—by occupation
Labour force breakdown (August 1985)



SOURCE: Australian Bureau of Statistics: 6203.0, August 1985.

Figure 3

Number of employed persons by occupation, February 1986 (in thousands)


Miners and quarry workers–81.5 (0.7%)
Transport and communications–677.4 (5%)
Farmers, fishermen and timber-getters, etc. –910.1 (6.7%)
Administrative, executive and managerial –975.6 (7.2%)
Sales–1183.3 (8.7%)
Service, sport and recreation–1358.5 (10%)
Professional, technical, etc.–2103.4 (15.5%)
Clerical–2481.1 (18.3%)
Trades and production process workers and labourers, n.e.c.–3783.2 (27.9%)
Total: 13,554.1

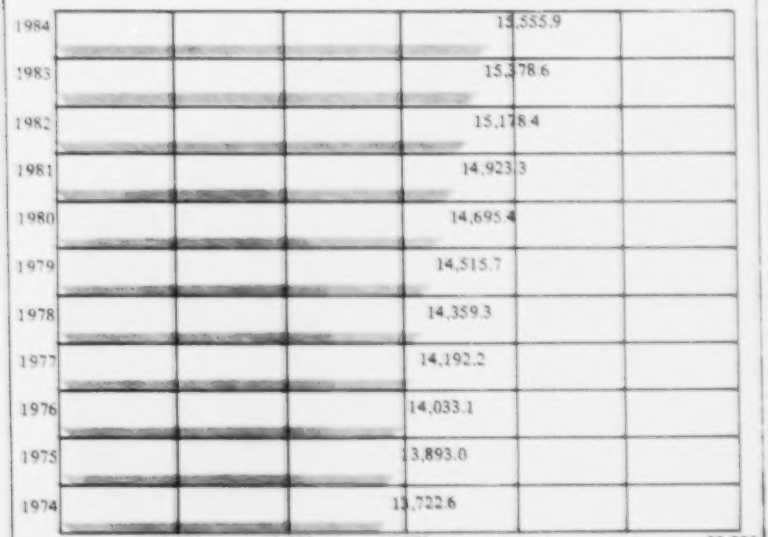
SOURCE: Australian Bureau of Statistics, *Labour Force Status and Educational Attainment Australia*, Catalogue No. 6235.0.

Note: Figures include persons:

1. with other post-school qualifications such as post-secondary education, adult education.
2. who never attended school.
3. aged 15 to 20 still at school.

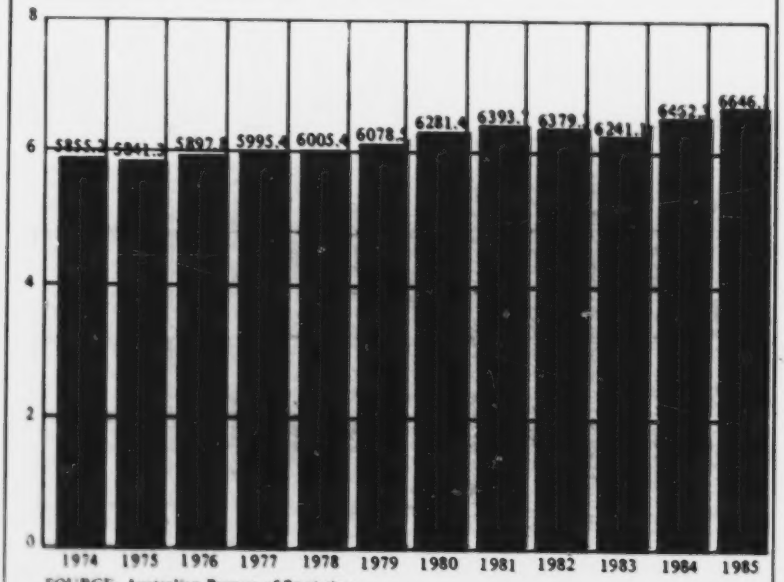
Figure 4

Estimated resident population (year ended 30 June)



SOURCE: Australian Bureau of Statistics: *Australian Demographic Statistics*, Catalogue No. 3101.0

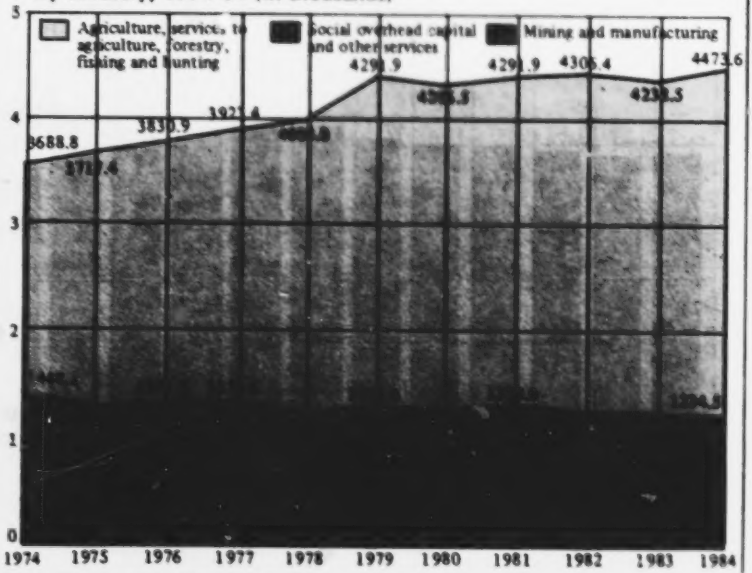
Figure 5
General level of employment (in thousands)



SOURCE: Australian Bureau of Statistics: *The Labour Force*, Catalogue No. 6203.0

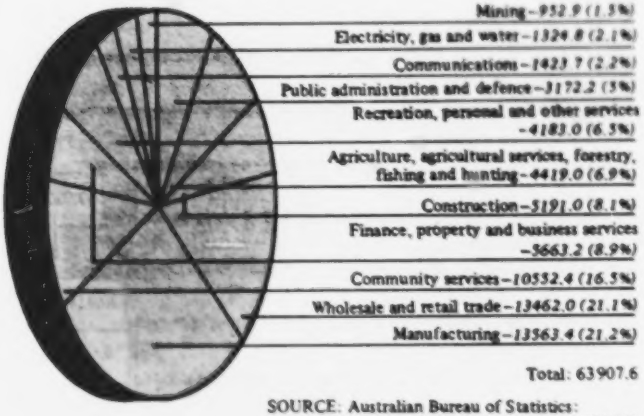
Figure 6

Employment structure: employed persons by industry, 1974-84 (in thousands)



SOURCE: Australian Bureau of Statistics: *The Labour Force*, Catalogue No. 6203.0, 6204.0

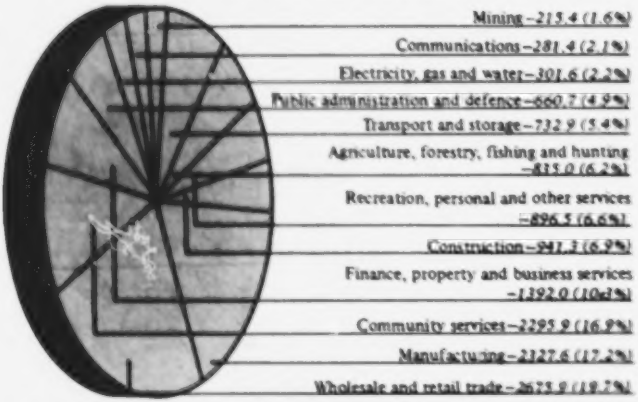
Figure 7
Number of employed persons by industry, August 1974-84 (in thousands)


Mining–932.9 (1.5%)
Electricity, gas and water–1329.8 (2.1%)
Communications–1423.7 (2.2%)
Public administration and defence–3172.2 (5%)
Recreation, personal and other services –4183.0 (6.5%)
Agriculture, agricultural services, forestry, fishing and hunting–4419.0 (6.9%)
Construction–5191.0 (8.1%)
Finance, property and business services –5663.2 (8.9%)
Community services–10552.4 (16.5%)
Wholesale and retail trade–13462.0 (21.1%)
Manufacturing–13363.4 (21.2%)

Total: 63907.6

SOURCE: Australian Bureau of Statistics: *The Labour Force*, Catalogue No. 6203.0, 6204.0.

Figure 8
Number of employed persons by industry, February 1986 (in thousands)

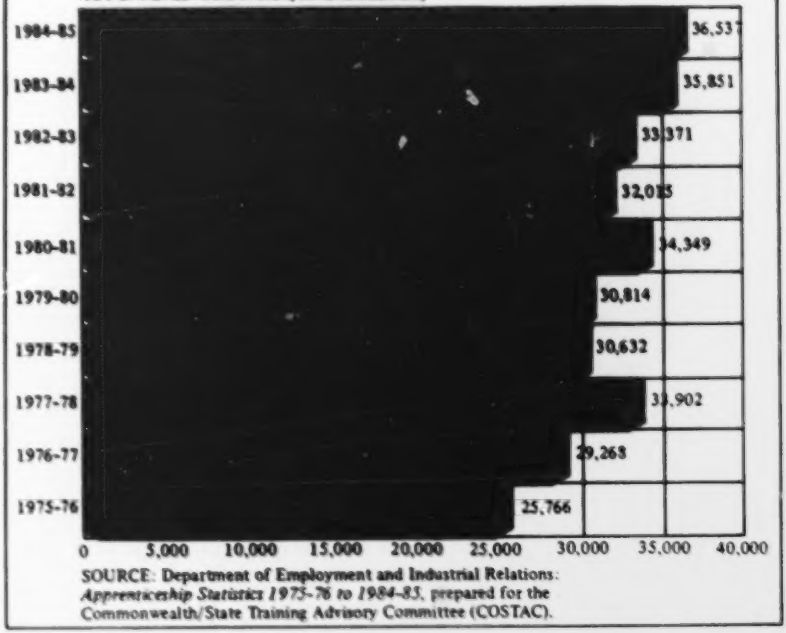

Mining–215.4 (1.6%)
Communications–281.4 (2.1%)
Electricity, gas and water–301.6 (2.2%)
Public administration and defence–660.7 (4.9%)
Transport and storage–732.9 (5.4%)
Agriculture, forestry, fishing and hunting –835.0 (6.2%)
Recreation, personal and other services –896.5 (6.6%)
Construction–941.3 (6.9%)
Finance, property and business services –1392.0 (10.2%)
Community services–2295.9 (16.9%)
Manufacturing–2327.6 (17.2%)
Wholesale and retail trade–2675.9 (19.7%)

Total: 13,556.2

SOURCE: Australian Bureau of Statistics: *Labour Force Status and Educational Attainment Australia*, Catalogue No. 6235.0.

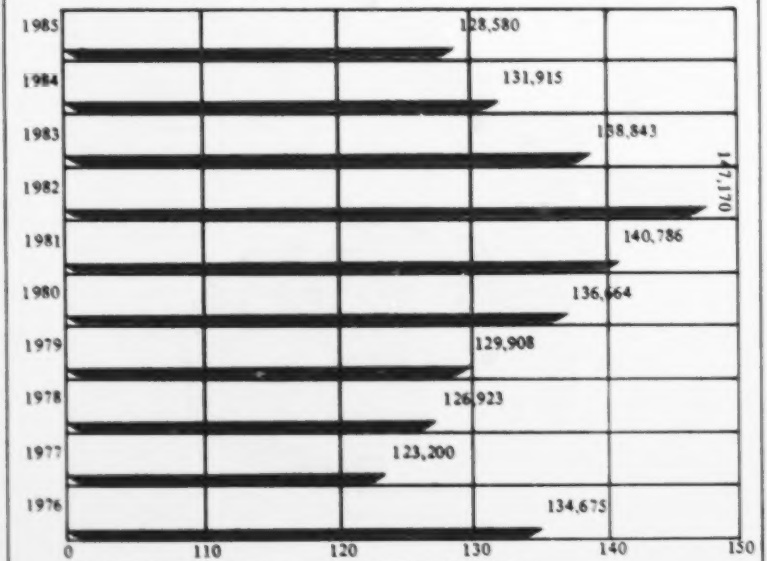
N.B. Figures include:
1. Persons with other post-school qualifications such as post-secondary education, adult education.
2. Persons who never attended school.
3. Persons aged 15 to 20 still at school.

Figure 9
Number of apprenticeships completed from 1975-76 to 1984-85 (in thousands)



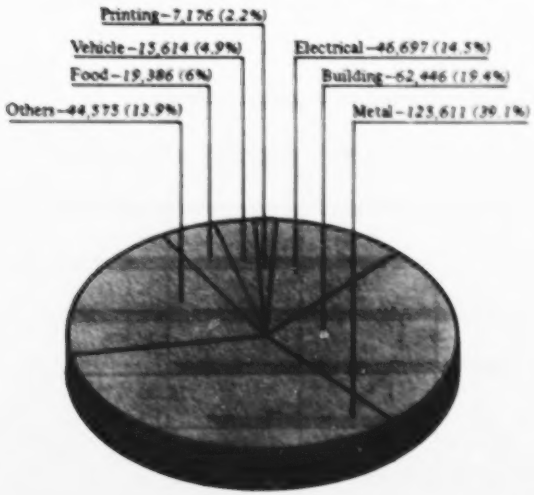
SOURCE: Department of Employment and Industrial Relations: *Apprenticeship Statistics 1975-76 to 1984-85*, prepared for the Commonwealth/State Training Advisory Committee (COSTAC).

Figure 10
Number of apprentices in training 30 June 1976 to 1985



SOURCE: Department of Employment and Industrial Relations: *Apprenticeship Statistics 1975-76 to 1984-85*, prepared for the Commonwealth/State Training Advisory Committee (COSTAC).

Figure 11
Number of apprenticeships completed– by trade group from 1975-76 to 1984-85



Total: 321,505

SOURCE: Department of Employment and Industrial Relations: *Apprenticeship Statistics, 1975-76 to 1984-85*, prepared for the Commonwealth/State Training Advisory Committee (COSTAC).

Figure 12
Apprentices in training 30 June 1976 to 1985: by trade group (in thousands)

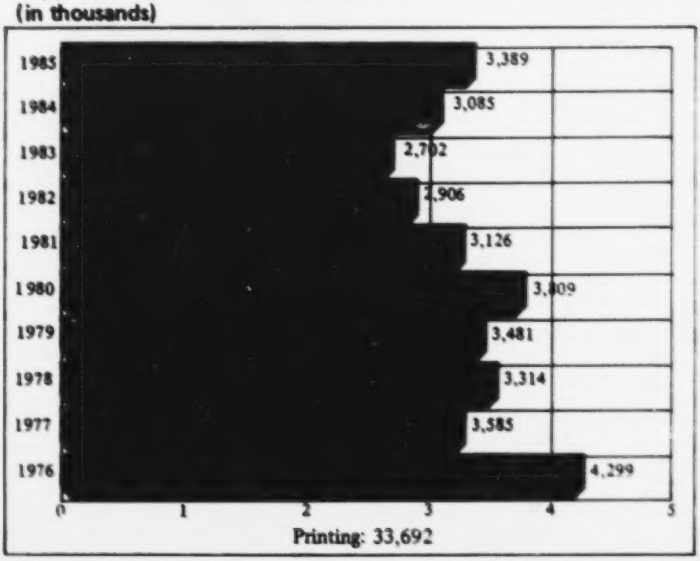
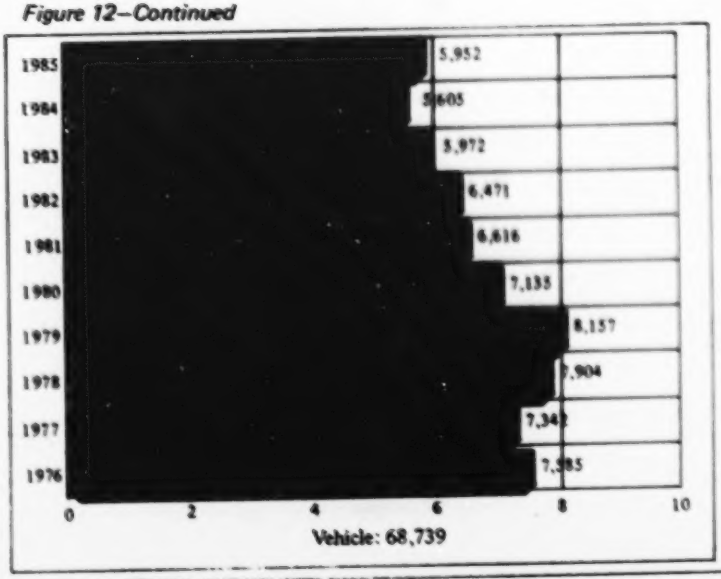


Figure 12–Continued



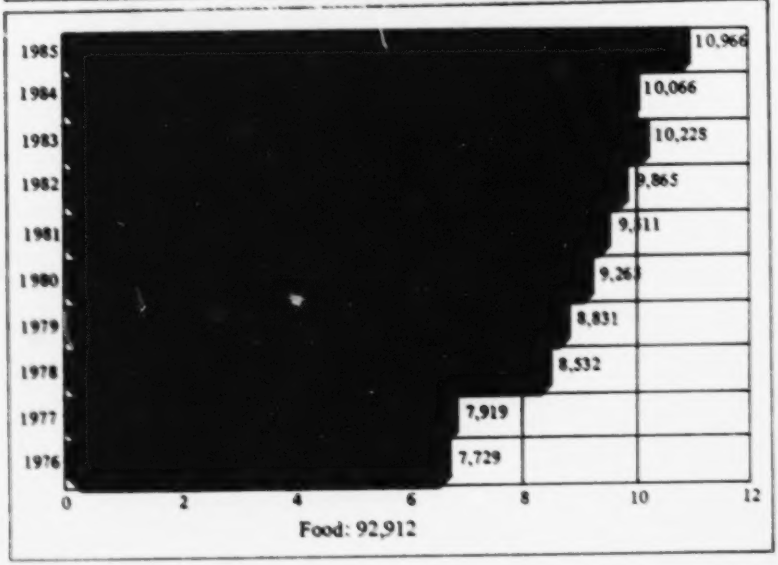


Figure 12–Continued

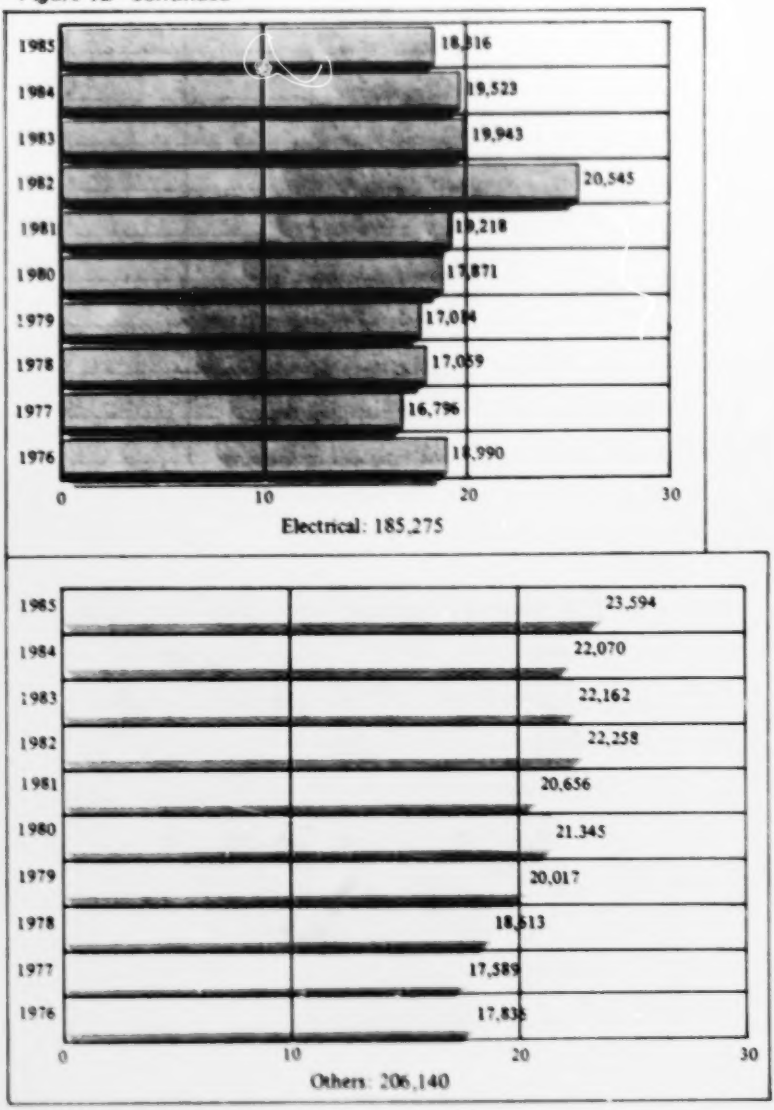
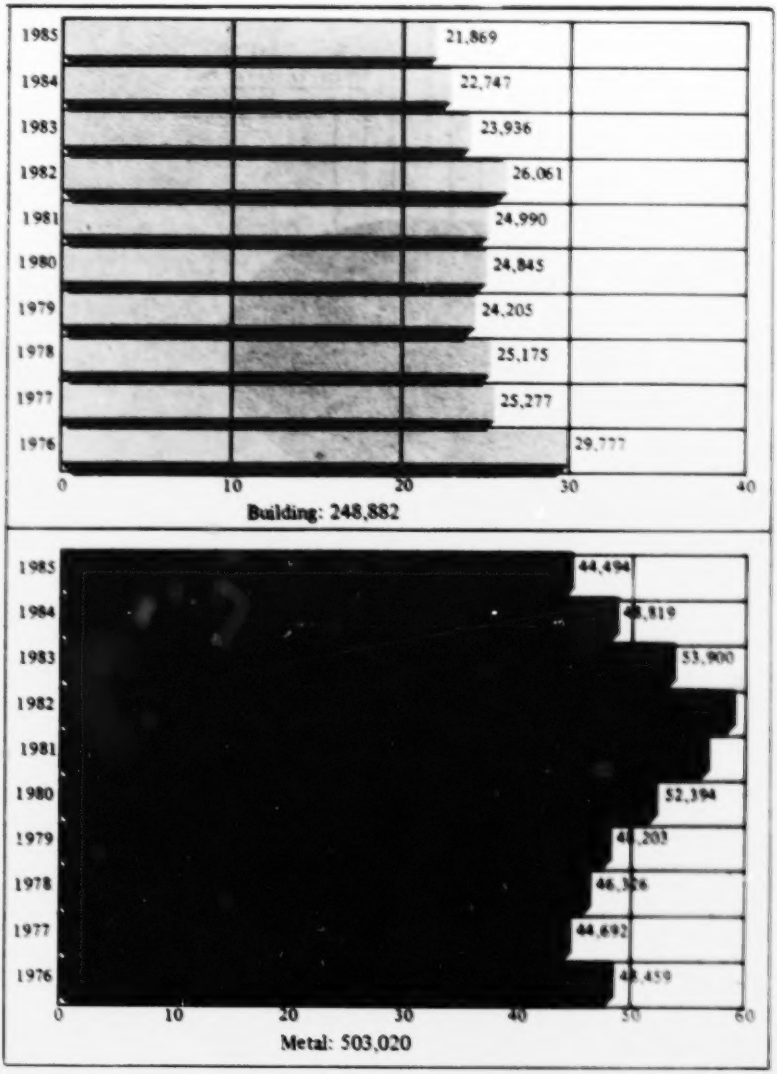
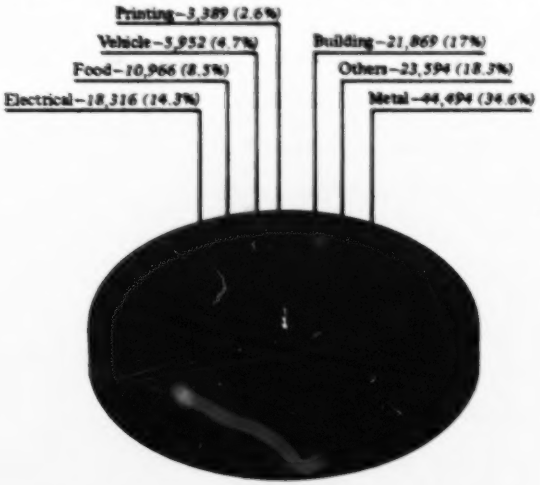


Figure 12–Continued



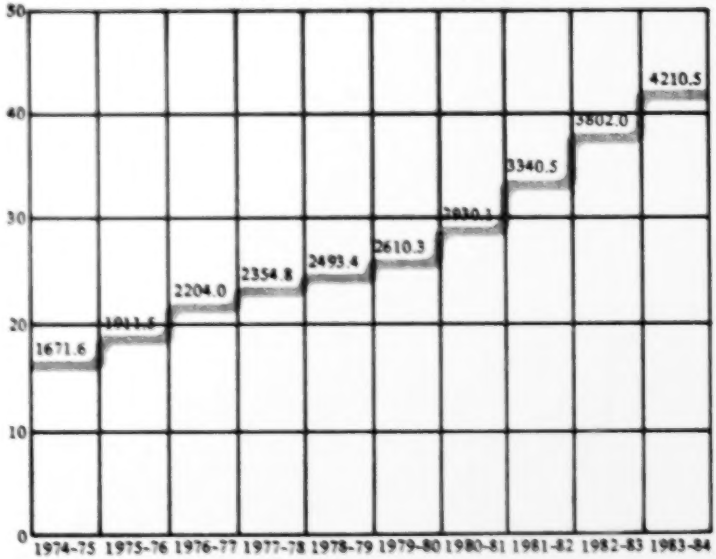
SOURCE: Department of Employment and Industrial Relations: *Apprenticeship Statistics, 1975-76 to 1984-85*, prepared for the Commonwealth/State Training Advisory Committee (COSTAC).

Figure 13
Apprentices in training 30 June 1985: by trade group



SOURCE: Department of Employment and Industrial Relations: *Apprenticeship Statistics, 1975-76 to 1984-85*, prepared for the Commonwealth/State Training Advisory Committee (COSTAC).

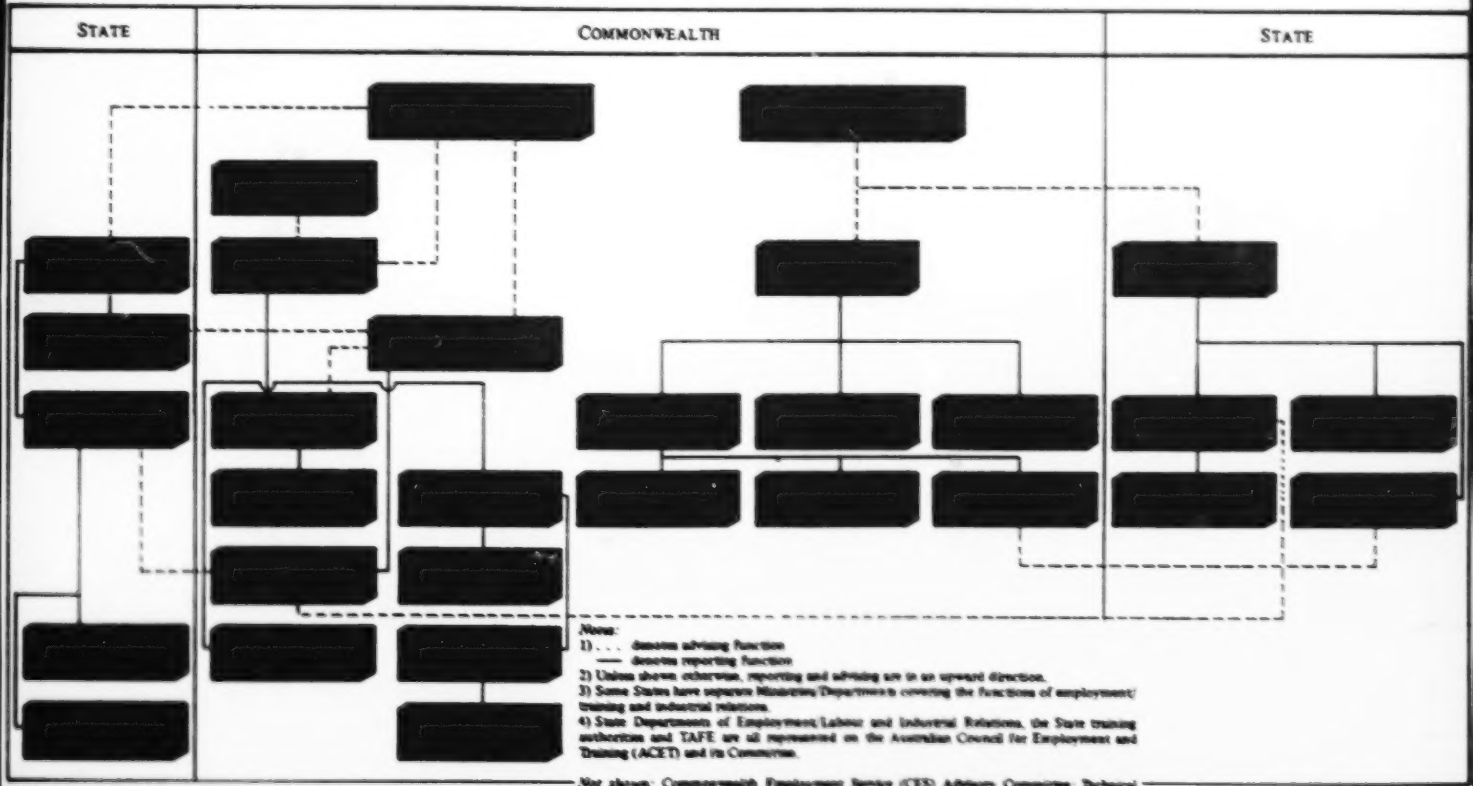
Figure 14
Commonwealth expenditure on education from 1974-75 to 1983-84; amount in A$ (in millions)



SOURCE: Australian Bureau of Statistics:
Expenditure on Education Catalogue No. 5510.0

Figure 15

Consultative structure for education, employment, training



Notes:

1) . . . denotes advising function

—— denotes reporting function

2) Unless shown otherwise, reporting and advising are in an upward direction.

3) Some States have separate Ministries/Departments covering the functions of employment/training and industrial relations.

4) State Departments of Employment/Labour and Industrial Relations, the State training authorities and TAFE are all represented on the Australian Council for Employment and Training (ACET) and its Committees.

Not shown: Commonwealth Employment Service (CES) Advisory Committees; Technical and Further Education (TAFE) Research and Development Centre; Central and Local Trades Committees; Participation and Equity Programme (PEP) Committees; State organisations of Department of Employment and Industrial Relations (DEIR), Community Youth Support Scheme (CYSS) Advisory Committees, Community Employment Programme (CEP) Consultative Committees.

SOURCE: P.E.F. Kirby: *Report of the Commission of Inquiry in Labour Market Programmes* (Canberra, The Australian Government Publishing Service, 1985). Reprinted by permission.

Legislation

The following are the Acts of Parliament in each State and Territory of Australia concerned with vocational training:

1 Victoria

a Industrial Training Act 1975

b Labour and Industry Act 1958

2 New South Wales

a Apprenticeship Act 1981 and Regulations for training matters

b Industrial Arbitration Act 1940 and Regulations for industrial matters

3 Queensland

a Industry and Commerce Training Act 1979-83 and regulations

4 Western Australia

a Industrial Training Act 1975-80 and Industrial Training (General Apprenticeship) and Industrial Training (Apprenticeship Training) Regulations

5 South Australia

a Industrial and Commercial Training Act 1984 and Regulations

6 Tasmania

a Industrial and Commercial Training Act 1985 and Regulations

7 Australian Capital Territory

a Apprentices Ordinance 1936 and Regulations

8 Northern Territory

a The Northern Territory Vocational Training Commission Act 1984 and Regulations

9 Federal Awards

e Conciliation and Arbitration Act 1904–74

Legislation of each State and Territory creates apprenticeship authorities responsible for the overall management and development of trade training. This includes the regulation of on-the-job training and, in conjunction with State TAFE authorities, formal theoretical training. In a few occupations, licensing requirements are specified in other legislation.

SOURCE: *Essential Features of Australian Apprenticeship Systems*, 31 December 1985, prepared by the Department of Employment and Industrial Relations for the Commonwealth/State Training Advisory Committee (COSTAC).

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